

ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM

Special Educational Needs and Disability (SEND) Information Report



“The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.”

This report has been co-produced with our link governor, Mr McAndrew

What kinds of SEN does St Joseph's provide for?

A child is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all pupils.

In line with the Equalities Act 2010, St Joseph's provides support for pupils within the 4 areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical.

Disabled access is available to maintain the dignity of all pupils.

Policies available on our website:

- SEN
- Admissions
- Anti-Bullying
- Dyslexia policy
- Complaints Procedure
- Accessibility plan

Who to contact

- Our SEN Co-ordinator is Mrs Emma Bolton, contactable through school: 01706 283645, stjosephs@bury.gov.uk
- Our SEND Governor is Mr Martin McAndrew, contactable through stjosephs@bury.gov.uk

How does the school know if a child needs extra support?

- Liaison with nursery schools/previous schools;
- Teachers assess our children regularly, both periodically using testing and every day through classroom routines.
- Early identification of SEND concerns through scrutiny of data analysis ensures level of support is deployed appropriately to meet the needs of the children.
- Termly pupil progress meetings with staff to discuss attainment and progress of all children and identify the support required.
- Information is passed from parents via our "Open Door" Policy.
- The SEN Governor regularly liaises with the SEN Co-ordinator.

How are parents involved?

- School has an open door policy
- When intervention programmes will benefit individual children, parents are always involved in this process.
- Parents' Evenings.
- SEN Parents Voice Group – Parents are invited to meetings and a coffee morning held throughout the year.
- Parents are invited to SEN meetings for their children which are at least annual.
- Bury Local Authority can be contacted to assist in enquiries – there is a "Local Offer" from Bury.
- Termly reports and a written annual report at the end of the year.
- Parent Questionnaires
- Home/school diaries are used with some individuals to keep links with home strong
- Parents are invited to whole school events such as class assemblies, collective worships.

How are the children involved?

- Pupil views are sought through pupil questionnaires at the end of the school year and before their EHCP review.
- EHCP reviews are child centered with children's views being placed at the centre of all meetings.
- Children are invited to the EHCP review, if appropriate.
- Termly targets are shared with the children on an individual basis.
- Children's views are gathered in the formulation of Education, Health and Care Plans and in their reviews.

How will St Joseph's support a child who has SEN?

- St Joseph's is an inclusive school. Children with SEND are mainly taught in mainstream classes through quality first teaching, with support as needed. Teaching in small groups or individually for pupils with SEND is also used, based on individual needs.
- Teachers plan and differentiate to meet the needs of the abilities of all children.
- A variety of teaching styles are employed by staff, including Kagan Structures, which caters for different styles of learning.
- The curriculum is adapted to allow all access to learning.
- Alternative methods of recording are offered where appropriate.
- We assess their needs through observation and rigorous formal assessment.

- Children will be supported according to need which may be through one to one support or working in smaller groups.
- We encourage dialogue with parents and listen to the views of the child.
- We work closely with outside agencies to support the child and implement suggested programmes.
- We ensure appropriate resources are in place (such as visual timetables).
- When appropriate, staff attend appointments with children, for example: speech therapy.
- We regularly monitor the progress of children.
- We ensure successful transition between classes, across key stages and with high schools.
- We ensure staff are appropriately trained.
- We adapt the environment to support the needs of the child.
- All educational visits are risk assessed and ensure they are fully inclusive to all pupils.

What should I do if I think my child may have SEN and/or a disability?

- The class teacher is the first point of contact with regard to parental concerns. They will share information given with the SENCO. They will meet with you to gain a better understanding of your child's strengths and difficulties and agree next steps. If you are still concerned you may directly contact school for an appointment with Mrs Bolton (SENDco) or Mrs Graves (Head teacher)

How will St Joseph's and parents know how a child is progressing?

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- The school knows how a child is progressing by monitoring the progress that the child makes at regular intervals throughout the year.
- Cycles of assess, plan, do and review are carried out regularly.
- The progress of pupils with SEND is discussed on a termly basis in Pupils Progress Meetings.
- Children's needs and progress are assessed using the graduated approach.
- If a child has an EHCP then the child's progress will be reviewed against the outcomes in the plan will be reviewed in the annual review.
- If a child requires outside agency support such as a speech and Language care plan any targets will be reviewed and copies given to parents.
- Parents know how their child is progressing through annual reports, SEN meetings, Parents' Evening and informal discussions throughout the year.
- A report is shared with governors on the progress and attainment of children with SEND.

What should I do if I have a concern about how my child is progressing?

- If you have a concern about your child's progress then please contact your child's class teacher. The class teacher will then pass on any concerns to the SENDco or another member of the SLT.
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How do we decide what resources we can give to a child/young person with special educational needs?

- The school's SEND budget is used to fund additional adult support in class, at playtimes and so that intervention, enrichment and mentoring programmes can take place; to buy any specialist support, and/or resources which are necessary to ensure access to the curriculum; to cover the cost of training in order to build staff skills.
- Resources are allocated in line with each child's needs, as identified by the teaching assistant, the class teacher or the SENCO.
- The SENCO liaises with the Head Teacher and the rest of the SLT in order to ensure that the SEND budget is spent appropriately to support children with additional needs

How are SEN developments kept up with?

- The SENCo attends termly meetings
- Staff training is provided throughout the school year.
- Staff have had training in these areas:
- Autistic Spectrum Disorder, Trauma, Speech and Language Communications Needs, Safeguarding, Numicon, English, Dyslexia Friendly Strategies, Precision Teaching, Medical – defibrillator and asthma.
- The Additional Needs Team provide training for us.
- We share good practice with other schools.
- Additional training is provided where necessary.

Which interventions does St Joseph's offer?

English:

- Firm Foundations
- Better Reading
- Toe to Toe
- Phonics
- Read Write Inc
- Active Literacy Kit
- Beanstalk
- Write Dance
- Dough Disco
- IDL
- Welcomm speech and language resources.

Maths:

- Firm Foundations
- Numicon
- First Class at Number
- Closing the Gap
- IDL Maths
- Power of 2

Other, including physical, social and emotional:

- Jump Ahead
- Lego Therapy
- Concentration Programme
- Time to Talk
- Talk About
- Rainbows
- Nurture group
- Reading Dog Therapy
- Group support with the MHST (Mental Health Support Teams) worker.
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What support is in place for improving emotional and social development?

- SEMH Lead is in place (Emma Bolton) within school to lead SEMH strategies and training within school
- All children including children with SEND are encouraged to be involved of the wider life of the school.
- All classes follow a structured PSHE curriculum including RHE (Religious and Health Education) and 'My Happy Mind' to support this development.

- The Rainbows Programme is accessible to all pupils.
- Referrals can be made to the MHST when required.
- School promotes various themed weeks, such as Anti-Bullying week and Children's Mental Health Week.
- Referral to the SEMH partnership is available to seek support for pupils with SEMH needs.
- The head teacher is a part of the SEMH partnership alongside other local headteachers.
- All staff share a pastoral role in supporting and listening to pupils.
- All classes have worry dolls/worry boxes.
- Mindfulness is done within every class.
- Extra-curricular activities such as yoga and Lego club are accessible.
- Lunchtime and playtime support through planned activities and groups.
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How does the school involve other bodies?

- Referral to the sen panel when required.
- Support from the Additional Needs Team as and when required.
- Support from the Communication Difficulties Team as and when required.
- Referrals to Healthy Young Minds.
- Referrals to the school nursing team.
- Referrals to Occupational Therapy / Physiotherapy/ Speech and Language.
- Referrals to MASH (Multiagency Safeguarding Hub)
- Visual Impairment and Hearing Impairment support
- Team around the child meetings.
- Outside agencies and parents invited to all review meetings.

How are governors involved and what are their responsibilities?

- The SENCo and SEN governor meet termly to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies.
- Our SEND governor is Martin McAndrew. Mr McAndrew is also a volunteer at the Bury 2gether group and has led training for staff in school.
- The governors are made fully aware of the confidentiality policy held in school and adhere to this in their role.

How will St Joseph's make sure my child is included in activities?

- At St Joseph's, we make sure there are no barriers to pupils with SEND enjoying the range of activities, extra curricula clubs and trips.
- All children at St Joseph's are welcome to participate in extra-curricular activities and appropriate provision is always made to ensure that they are fully included.
- School trips, including residential trips are available to all our pupils.
- All pupils are encouraged to take part in Sports Day and we actively encourage all children to represent the school in a range of sporting events

How accessible is the school environment?

- Relevant steps will be taken to prevent disabled pupils from being treated less favourably than other pupils.
- There are four steps at the front of the building to access the main entrance/office. Access to the hall and Reception/Year 1 classrooms can be gained by alternative routes from outside and include no steps.
- There are steps from the KS2 playground leading into school by Year 2 and Year 1.

- The accessibility plan can be found on the school's website.
- Access to the Year 5 classroom can be gained by coming through the gates at the front of the school.
- We have one disabled toilet
- If advice is needed, school will seek advice from physiotherapists and occupational therapists.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.

[Accessibility plan](#)

How does St Joseph's support the transition of a child with SEN?

Transition to/within EYFS

1. There is liaison with the previous academic providers and home.
2. Opportunities for children to meet new teachers and their new peers on "Moving Up Sessions".
3. New intake children are invited into school for sessions before starting in September. Pupils with SEND may have a longer period of introduction depending on their level of need.
4. Parent's New Intake Meeting.
5. Pupil Conferences between teachers to pass up information.

Transition to/within Key Stages

1. Opportunities for children to meet new teachers and their new peers on "Moving Up Morning".
2. Pupil Conferences between teachers to pass up information.
3. More opportunities for children to meet their new teacher, for e.g. sending messages.
4. Opportunity to provide a "Social Story" to help individuals with transition if needed.
5. Transition booklets are created for some pupils to help their transition.

Transition to High School

1. Consideration within the Year 5 annual review for children with EHCPs about forthcoming transition.
2. Primary SENCO meeting with the high school SENCO.
3. High school SENCO meets with Year 6 teacher and the child.
4. Children visit the high school before they leave Year 6, and for some children, an "Enhanced Transition" is put in place in addition to this.
5. Transition meetings with the high schools to discuss attendance and behaviour; assessments and friendships are held with the Head of Year 7.
6. Senco's of the feeder high school are invited to the Year 6 annual reviews.
7. Pupil / SEN information is passed onto the high school.
8. Outside agencies such as the SEMH outreach team aid in their transition.
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Who can I contact further?

Your child's class teacher is the best person to talk to regarding any concerns or questions you may have. Teachers are available at the end of the day for brief chats, however, meetings can be arranged if you would like more time to discuss your concerns privately. If necessary, they would direct you to the school's SENCo, Mrs Bolton, who would be able to provide more detailed information for you. The Head teacher, Mrs Graves, can be contacted via the school office and a meeting can be arranged.

What do I do if I have a complaint?

- We have an open door policy so any issues and concerns can be discussed and hopefully resolved.
- Records of meetings are kept and dated.
- Schools complaints policy is accessible to parents.
- LA support and guidance required as and when needed.mon

What are the arrangements for supporting children who are looked after by the local authority?

- PEP meetings attended and pupil's voice included to set targets.
- Looked after children reviews attended by relevant school staff.
- Close monitoring of pupil progress in pupil progress meetings.

Where can I find information about Local Authority provision for children and young people with SEN?

Parent Forum is available to provide support and is based at Phoenix House, 100 Brierley St, Bury, BL9 9HN – Tel: 0161 762 1444

SEN Team - Knowsley Place, Duke Street, Bury BL9 0EJ 0161 253 5969 senteam@bury.gov.uk

Children's Disability Service, Knowsley Place, Duke Street, Bury, BL9 0EJ 0161 253 6076

Advice and information from Bury LA about the "Local Offer".
[Link to Bury SENDIASS website for information](#)

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